



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 12641791
SAU: MSAD 72
School: Molly Ockett Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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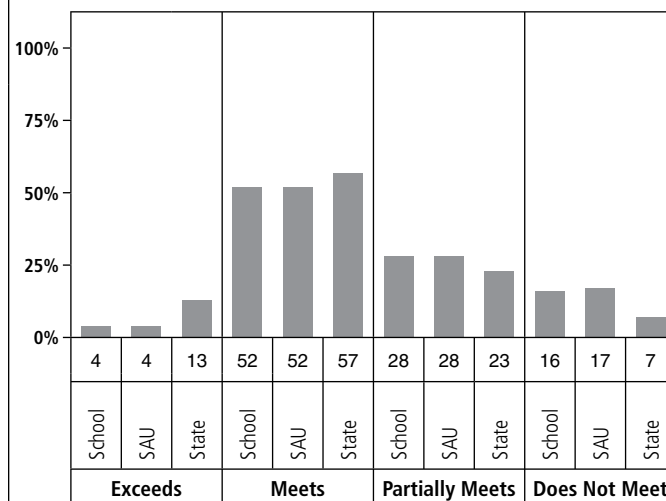
SUMMARY OF SCORES

Test Date: March 2008
Grade: 6
SAU: MSAD 72
School: Molly Ockett Middle School

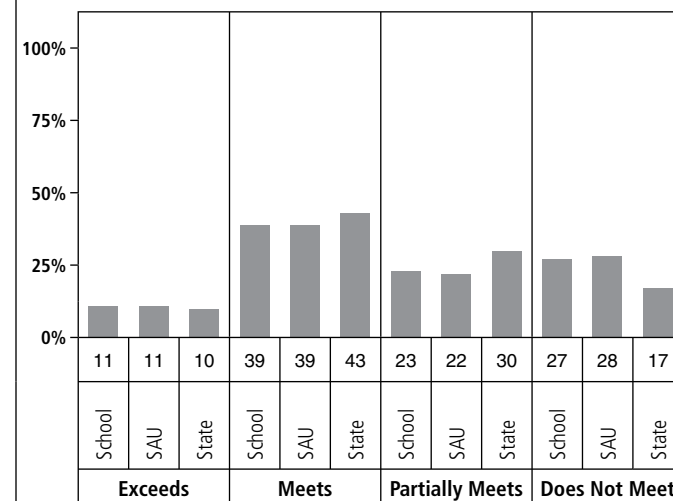
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	643	643	644
2006–2007	646	646	646
2007–2008	641	641	648
Cum. Avg. *	643	643	646
Mathematics			
2005–2006	638	638	641
2006–2007	643	643	643
2007–2008	639	639	642
Cum. Avg. *	640	640	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 6
 SAU: MSAD 72
 School: Molly Ockett Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	110	100	109	100	14365	100	110	100	109	100	14266	99	110	100	109	100	14268	99												
Ethnicity African American/Black	0	0	0	0	418	3	0	0	0	0	407	97	0	0	0	0	413	99												
American Indian or Native Alaskan	1	1	1	1	111	1	1	100	1	100	110	99	1	100	1	100	110	99												
Asian or Pacific Islander	1	1	1	1	249	2	1	100	1	100	249	100	1	100	1	100	248	100												
Hispanic	0	0	0	0	149	1	0	0	0	0	147	99	0	0	0	0	147	99												
Caucasian/White	108	98	107	98	13438	94	108	100	107	100	13353	100	108	100	107	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	20	18	20	18	2518	18	20	100	20	100	2479	99	20	100	20	100	2479	99												
Current LEP	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99												
Economically disadvantaged	45	41	45	41	5335	37	45	100	45	100	5277	99	45	100	45	100	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	100	91	99	91	11613	81	100	91	99	91	11626	81												
Identified disability (PET/IEP)	10	10	10	10	373	3	10	10	10	10	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	1	1	1	1	149	1	1	1	1	1	150	1												
Participation with accommodations	10	9	10	9	2451	17	10	9	10	9	2446	17												
Identified disability (PET/IEP)	10	100	10	100	1909	78	10	100	10	100	1910	78												
LEP	0	0	0	0	142	6	0	0	0	0	152	6												
504 plan	0	0	0	0	85	3	0	0	0	0	84	3												
Other	0	0	0	0	350	14	0	0	0	0	335	14												
Participation through alternate assessment (PAAP)	0	0	0	0	197	1	0	0	0	0	196	1												
Identified disability (PET/IEP)	0	0	0	0	197	100	0	0	0	0	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	24	0												
Non-participation – other	0	0	0	0	75	1	0	0	0	0	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	6
SAU:	MSAD 72
School:	Molly Ockett Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	9	8	8	7	1176	8
	2006-2007	6	5	6	5	1132	8
	2007-2008	4	4	4	4	1817	13
	Cum. Total*	19	6	18	5	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	52	44	52	44	7612	51
	2006-2007	67	59	66	58	8127	57
	2007-2008	57	52	57	52	8072	57
	Cum. Total*	176	51	175	51	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	42	35	42	36	4080	27
	2006-2007	29	25	29	26	3549	25
	2007-2008	31	28	30	28	3194	23
	Cum. Total*	102	30	101	30	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	16	13	16	14	2005	13
	2006-2007	12	11	12	11	1478	10
	2007-2008	18	16	18	17	981	7
	Cum. Total*	46	13	46	14	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	28.3	50.5	28.3	50.5	32.7	58.4
Literary Text	28	50	14.3	51.1	14.4	51.4	16.3	58.2
Informational Text	28	50	13.9	49.6	14.0	50.0	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: MSAD 72
 School: Molly Ockett Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	110	4	4	57	52	31	28	18	16	641	109	4	52	28	17	641	14064	13	57	23	7	648
Ethnicity																						
African American/Black	0										0						399	7	47	28	17	642
American Indian or Native Alaskan	1										1						108	4	54	32	10	643
Asian or Pacific Islander	1										1						247	16	60	20	4	650
Hispanic	0										0						145	8	45	34	14	643
Caucasian/White	108	4	4	57	53	29	27	18	17	642	107	4	53	26	17	642	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	1	5	6	30	13	65	624	20	0	5	30	65	624	2282	2	29	42	27	636
No	90	4	4	56	62	25	28	5	6	645	89	4	63	27	6	645	11782	15	63	19	3	650
Current LEP																						
Yes	0										0						329	4	44	30	22	640
No	110	4	4	57	52	31	28	18	16	641	109	4	52	28	17	641	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	45	1	2	19	42	18	40	7	16	638	45	2	42	40	16	638	5153	6	51	31	12	643
No	65	3	5	38	58	13	20	11	17	644	64	5	59	19	17	644	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	110	4	4	57	52	31	28	18	16	641	109	4	52	28	17	641	14057	13	57	23	7	648
Gender																						
Female	53	4	8	27	51	15	28	7	13	644	52	8	52	27	13	644	6967	16	59	20	5	650
Male	57	0	0	30	53	16	28	11	19	639	57	0	53	28	19	639	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	22	0	0	6	27	12	55	4	18	634	21	0	29	52	19	634	1186	6	41	42	11	642
No	88	4	5	51	58	19	22	14	16	643	88	5	58	22	16	643	12878	14	59	21	7	648
Gifted/talented program																						
Yes	25	4	16	20	80	1	4	0	0	653	25	16	80	4	0	653	557	50	48	2	0	661
No	85	0	0	37	44	30	35	18	21	638	84	0	44	35	21	638	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: MSAD 72
School: Molly Ockett Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	1	17	1	17	4	67	616	6	0	17	17	67	616	6	7	43	30	20	641
B. less than one hour	47	0	0	28	58	15	31	5	10	643	47	0	60	30	11	643	56	13	58	23	6	648
C. one to two hours	45	4	9	25	54	12	26	5	11	645	46	9	54	26	11	645	34	15	60	20	5	649
D. more than two hours	2	0	0	1	50	1	50	0	0	641	2	0	50	50	0	641	3	9	46	29	16	643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	32	3	9	17	52	12	36	1	3	646	33	9	52	36	3	646	40	17	60	19	5	650
B. They match some of what I have learned.	52	0	0	32	60	15	28	6	11	643	52	0	60	28	11	643	48	12	59	23	6	648
C. They match just a little of what I have learned.	10	1	10	4	40	2	20	3	30	641	9	11	44	11	33	641	9	7	45	34	15	643
D. There is no match.	6	0	0	2	33	0	0	4	67	624	6	0	33	0	67	624	3	3	31	37	29	637
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	27	2	7	22	81	1	4	2	7	651	27	7	81	4	7	651	28	26	58	11	4	653
B. good	57	2	3	31	53	20	34	5	9	643	58	3	53	34	9	643	54	9	61	24	6	647
C. fair	12	0	0	1	8	6	50	5	42	629	11	0	9	45	45	628	16	3	48	37	13	642
D. poor	4	0	0	1	25	1	25	2	50	619	4	0	25	25	50	619	2	1	37	39	23	637
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	18	0	0	8	44	5	28	5	28	637	18	0	44	28	28	637	15	10	48	27	15	644
B. about the same as my regular schoolwork	55	3	5	28	51	18	33	6	11	643	55	6	52	31	11	644	66	13	59	22	5	649
C. easier than my regular schoolwork	27	1	4	19	70	5	19	2	7	646	27	4	70	19	7	646	18	15	58	20	7	649
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	12	0	0	2	17	5	42	5	42	629	11	0	18	36	45	629	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	46	2	4	22	48	17	37	5	11	642	46	4	48	37	11	642	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	43	2	5	30	70	7	16	4	9	646	43	5	70	16	9	646	36	21	60	15	4	652
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	35	1	3	21	58	10	28	4	11	643	36	3	58	28	11	643	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	53	3	6	28	52	17	31	6	11	643	52	6	53	30	11	644	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	12	0	0	6	50	2	17	4	33	635	12	0	50	17	33	635	3	5	46	30	20	641
How much time do you spend reading at home each day?																						
A. more than one hour	18	0	0	11	61	3	17	4	22	641	18	0	61	17	22	641	19	19	58	17	6	651
B. 20 minutes to an hour	45	3	7	29	63	11	24	3	7	646	46	7	63	24	7	646	51	15	60	20	5	649
C. less than 20 minutes	13	0	0	5	38	7	54	1	8	641	13	0	38	54	8	641	12	9	56	26	9	646
D. I rarely read at home.	25	1	4	10	40	8	32	6	24	637	24	4	42	29	25	637	18	4	50	34	13	643
Optional school/SAU question																						
A.	17	0	0	0	0	0	0	1	100	626	17	0	0	0	100	626						
B.	50	0	0	0	0	1	33	2	67	623	50	0	0	33	67	623						
C.	33	0	0	0	0	1	50	1	50	618	33	0	0	50	50	618						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: MSAD 72
School: Molly Ockett Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	9	8	8	7	1463	10
	2006-2007	13	11	13	12	2092	15
	2007-2008	12	11	12	11	1474	10
	Cum. Total*	34	10	33	10	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	42	35	42	36	5914	40
	2006-2007	50	44	50	44	5731	40
	2007-2008	43	39	43	39	6008	43
	Cum. Total*	135	39	135	40	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	41	34	41	35	4494	30
	2006-2007	32	28	31	27	4175	29
	2007-2008	25	23	24	22	4244	30
	Cum. Total*	98	29	96	28	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	27	23	27	23	3014	20
	2006-2007	19	17	19	17	2308	16
	2007-2008	30	27	30	28	2346	17
	Cum. Total*	76	22	76	22	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	8.6	45.3	8.6	45.3	9.6	50.5
Cluster 2: Shape and Size	15	27	7.9	52.7	7.9	52.7	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	3.9	55.7	3.9	55.7	4.2	60.0
Cluster 4: Patterns	15	27	7.2	48.0	7.2	48.0	7.5	50.0

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: MSAD 72
 School: Molly Ockett Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	110	12	11	43	39	25	23	30	27	639	109	11	39	22	28	639	14072	10	43	30	17	642
Ethnicity																						
African American/Black	0										0						409	4	26	35	35	632
American Indian or Native Alaskan	1										1						108	6	26	39	29	635
Asian or Pacific Islander	1										1						247	13	50	25	13	646
Hispanic	0										0						145	9	32	34	25	638
Caucasian/White	108	12	11	43	40	24	22	29	27	639	107	11	40	21	27	639	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	3	15	2	10	15	75	620	20	0	15	10	75	620	2283	2	18	31	49	627
No	90	12	13	40	44	23	26	15	17	643	89	13	45	25	17	644	11789	12	48	30	10	645
Current LEP																						
Yes	0										0						339	5	22	32	41	631
No	110	12	11	43	39	25	23	30	27	639	109	11	39	22	28	639	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	45	3	7	18	40	8	18	16	36	636	45	7	40	18	36	636	5160	4	34	36	26	636
No	65	9	14	25	38	17	26	14	22	642	64	14	39	25	22	642	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	110	12	11	43	39	25	23	30	27	639	109	11	39	22	28	639	14065	10	43	30	17	642
Gender																						
Female	53	5	9	22	42	12	23	14	26	640	52	10	42	21	27	640	6974	10	43	31	16	642
Male	57	7	12	21	37	13	23	16	28	638	57	12	37	23	28	638	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	22	0	0	5	23	7	32	10	45	630	21	0	24	29	48	630	1192	4	23	43	30	634
No	88	12	14	38	43	18	20	20	23	641	88	14	43	20	23	641	12880	11	44	29	15	643
Gifted/talented program																						
Yes	25	9	36	14	56	2	8	0	0	657	25	36	56	8	0	657	557	53	42	4	0	663
No	85	3	4	29	34	23	27	30	35	634	84	4	35	26	36	634	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: MSAD 72
School: Molly Ockett Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	6 47 45 2	0 5 7 0	0 10 15 0	0 20 21 0	0 42 46 0	2 15 6 2	33 31 13 100	4 8 12 0	67 17 26 0	617 640 643 640	6 47 46 2	0 11 15 0	0 43 46 0	33 30 13 100	67 17 26 0	617 641 643 640	6 56 34 3	6 11 11 6	33 43 45 33	31 30 30 32	31 16 14 28	635 643 644 636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	43 47 8 2	8 1 2 1	18 2 25 50	21 19 0 1	48 40 0 50	10 14 1 0	23 29 13 0	5 14 5 0	11 29 63 0	647 636 627 662	43 48 8 2	19 2 25 50	49 40 0 50	21 29 13 0	12 29 63 0	647 636 627 662	45 43 9 3	14 8 6 5	47 43 30 15	28 33 33 25	11 17 32 54	646 641 635 626
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	27 48 20 6	7 4 1 0	26 8 5 0	15 20 6 0	56 42 30 0	4 16 3 2	15 33 15 33	1 8 10 4	4 17 50 67	652 640 632 623	27 48 20 5	26 8 5 0	56 42 30 0	15 33 15 20	4 17 50 80	652 640 632 621	29 48 19 3	24 6 1 0	51 45 29 15	17 33 42 41	8 16 28 44	651 641 634 627
How difficult was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	19 62 19	1 2 8	5 3 42	5 27 8	26 44 42	8 15 2	42 24 11	5 18 1	26 29 5	635 636 656	18 63 19	6 3 42	28 44 42	39 24 11	28 29 5	635 636 656	24 62 14	5 9 26	38 45 43	33 31 20	24 14 12	638 643 650
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	37 50 13	4 6 2	11 12 15	17 21 3	45 41 23	12 11 2	32 22 15	5 13 6	13 25 46	642 641 632	38 50 13	11 12 15	45 42 23	32 20 15	13 26 46	642 641 632	48 49 3	10 12 9	41 45 33	32 28 27	17 15 32	642 644 637
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	14 31 34 21	0 2 6 4	0 6 17 19	3 15 17 6	21 47 49 29	3 6 9 7	21 19 26 33	8 9 3 4	57 28 9 19	626 638 647 643	14 32 34 21	0 6 18 19	21 47 50 29	21 19 24 33	57 28 9 19	626 638 647 643	17 34 31 18	8 11 12 10	39 44 44 42	30 31 29 31	22 14 15 18	639 643 644 642
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	3 25 53 19	1 2 5 4	33 8 9 21	1 10 24 6	33 40 44 32	0 8 14 3	0 32 26 16	1 5 11 6	33 20 20 32	643 639 641 640	3 25 53 19	33 8 9 21	33 40 45 32	0 32 25 16	33 20 21 32	643 639 641 640	11 32 32 26	11 11 11 9	37 44 45 40	29 30 30 32	23 15 15 19	641 643 643 641
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	11 67 17 5	0 8 4 0	0 12 24 0	5 29 7 0	45 43 41 0	2 17 3 3	18 25 18 60	4 14 3 2	36 21 18 40	636 641 647 624	11 68 16 5	0 12 25 0	45 43 44 0	18 25 13 60	36 21 19 40	636 641 647 624	7 37 42 15	6 8 13 12	29 39 47 46	33 34 28 27	32 20 12 15	635 640 645 644
Optional school/SAU question A. B. C. D.	17 50 33 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 1 0 0	0 33 0 0	1 2 2 2	100 67 100 100	610 613 620 620	17 50 33 0	0 0 0 0	0 0 33 0	0 33 0 100	100 67 100 100	610 613 620 620						